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ABSTRACT

The traditional discussion of language issues is extended to multicultural settings by looking at how language shapes and is shaped by diverse cultural experiences. This review of existing studies shows that the acquisition of culture-specific communicative competence and socialization patterns plays a significant role in language acquisition and the development of language skills. Research further suggests that, regardless of home environments, children can learn to internalize the expectations of home life. The empowerment of language-minority students and their parents cannot be ignored in the discussion of successful language development for language minority students. The importance of the interaction between student and teacher must be acknowledged. The teacher must perform the role of an experienced participant in the community, rather than sole authority, and must facilitate communication so that all students feel comfortable taking risks with language. Teachers must understand the relationships among linguistic, sociocultural, and cognitive processes. (Contains 161 references.) (SLD)

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